



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

16705 South Houghton Road, Corona de Tucson, AZ 85641

Vail Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Margaret Steuer
Schedule : 07:00 AM to 03:30 PM
Grades : 6-8
2005 Enrollment : 431
Web Address : cfms.vail.k12.az.us
Phone Number : (520) 762-3500
Fax Number : (520) 762-3501
E-mail : steuerm@vail.k12.az.us

Mission

Corona Foothills Middle School offers a comprehensive standards based curriculum, provides academically challenging instruction, and promotes positive interactions among the school, students, families, and the community in a safe and caring environment.

School / Academic Goals

- ü For the 05-06 school year, there will be a writing goal emphasizing process writing and the six traits of writing.
- ü For the 05-06 school year, there will be a math goal for mastery of specific grade level skills as measured by curriculum based measures.
- ü For the 05-06 school year, there will be a parent communication goal.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Remediation Programs: Reteach/Tutoring
- ü Standards-Based Instruction
- ü Use of Curriculum Based Measures
- ü Accelerated Math Classes/Algebra
- ü Gifted Program Humanities Block/Pull Out
- ü Curriculum Mapping/Benchmark Testing
- ü Band/General Music/Choir
- ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	7/18/2005
Last Day of School :	6/26/2006

Shared Responsibilities

School

To provide a standards-based curriculum which enables students to develop basic and critical thinking skills, to aid students in their development of attitudes and values consistent with our ACT statement, to provide a safe and caring environment in which students can learn, to involve parents and community in the educational process, and to identify, explore, and develop students' interests and abilities and support their efforts through a program of exploratory and elective courses.

Parents

To ensure regular student attendance, to support and participate in home/school communication, to provide a structure that supports homework, and to support school conduct rules and consequences. We ask that parents take an active and varied role in their child's education and to be involved in whatever way possible in the school community.

Transportation Policy

Most students who attend Corona Foothills Middle School are bussed to and from school. There is an activity bus which is available for students who remain after school for activities. Transportation is not provided for students who open enroll. Students are expected to abide by all bus safety rules to maintain their transportation privileges.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Veterans of Foreign Wars State Teacher of the Year	2004
ü Masons Teacher of the Year	2003
ü Staff Published in National Council Teacher of Math	

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	581	78250	--	100	99	--	572	548	--	9	21	--	13	18	--	60	48	--	19	13
All Students (Prior Year)	--	509	75001	--	100	99	--	485	468	--	27	37	--	37	36	--	17	16	--	19	10
Female	--	270	38071	--	100	99	--	569	549	--	9	20	--	14	19	--	58	49	--	19	12
Male	--	311	40126	--	100	99	--	575	547	--	8	23	--	12	17	--	61	46	--	19	14
African American	--	32	4058	--	97	99	--	553	523	--	7	32	--	32	22	--	57	41	--	4	5
Hispanic	--	115	29129	--	100	99	--	558	527	--	14	32	--	13	23	--	63	40	--	11	6
Asian/Pacific Islander	--	11	1747	--	100	100	--	576	589	--	13	9	--	0	9	--	63	50	--	25	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	421	38320	--	100	99	--	577	568	--	8	12	--	12	14	--	59	55	--	22	19
Students with Disabilities	--	60	9329	--	100	100	--	473	454	--	45	64	--	25	18	--	27	16	--	2	2
Students without Disabilities	--	522	68996	--	100	99	--	583	561	--	5	16	--	11	18	--	63	52	--	21	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	--	582	44937	--	100	100	--	572	561	--	9	13	--	13	15	--	60	54	--	19	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	581	78302	--	0	99	--	533	512	--	4	11	--	17	25	--	68	57	--	11	7
All Students (Prior Year)	--	508	74918	--	100	99	--	513	497	--	20	32	--	19	19	--	39	35	--	21	15
Female	--	270	38082	--	0	99	--	537	518	--	2	8	--	16	24	--	69	61	--	13	7
Male	--	311	40166	--	0	99	--	531	507	--	5	14	--	18	26	--	68	54	--	9	6
African American	--	32	4064	--	0	100	--	519	498	--	11	14	--	21	29	--	61	54	--	7	3
Hispanic	--	115	29152	--	0	99	--	519	492	--	5	17	--	23	34	--	69	46	--	3	2
Asian/Pacific Islander	--	11	1746	--	0	100	--	536	542	--	13	5	--	0	13	--	63	66	--	25	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	421	38347	--	0	99	--	538	531	--	2	5	--	16	17	--	69	68	--	13	10
Students with Disabilities	--	60	9353	--	0	100	--	440	429	--	20	40	--	59	38	--	22	22	--	0	1
Students without Disabilities	--	522	69024	--	0	99	--	544	524	--	2	7	--	12	23	--	73	62	--	12	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	--	582	44979	--	0	100	--	533	525	--	4	6	--	17	18	--	68	66	--	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	581	78094	--	100	99	--	572	545	--	1	3	--	9	18	--	88	77	--	2	2
All Students (Prior Year)	--	505	74503	--	99	99	--	524	491	--	4	9	--	25	32	--	61	51	--	11	8
Female	--	270	38025	--	100	99	--	582	558	--	1	2	--	4	13	--	92	82	--	4	2
Male	--	311	40013	--	100	99	--	562	534	--	1	5	--	13	23	--	85	71	--	1	1
African American	--	32	4037	--	97	99	--	563	532	--	0	4	--	11	22	--	89	73	--	0	1
Hispanic	--	115	29068	--	100	99	--	561	523	--	1	5	--	11	27	--	85	67	--	2	1
Asian/Pacific Islander	--	11	1743	--	100	100	--	593	577	--	0	2	--	0	9	--	100	82	--	0	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	421	38265	--	100	99	--	575	564	--	1	2	--	8	11	--	89	84	--	2	3
Students with Disabilities	--	60	9275	--	100	100	--	476	444	--	10	14	--	29	46	--	61	39	--	0	1
Students without Disabilities	--	522	68892	--	100	98	--	582	559	--	0	2	--	6	14	--	91	82	--	2	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	--	582	44871	--	100	100	--	572	559	--	1	2	--	9	12	--	88	84	--	2	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	65	53	--	--	NA	56	--	--	64	51
	Language	--	--	57	45	--	--	55	48	--	--	58	47
	Mathematics	--	--	75	62	--	--	76	66	--	--	68	52
7	Reading	--	--	59	51	--	--	NA	54	--	--	61	50
	Language	--	--	58	54	--	--	63	58	--	--	65	52
	Mathematics	--	--	62	58	--	--	64	62	--	--	65	50
8	Reading	--	--	63	53	--	--	NA	55	--	--	59	51
	Language	--	--	59	49	--	--	57	52	--	--	59	50
	Mathematics	--	--	61	58	--	--	64	61	--	--	63	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Corona Foothills Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Formulate School Goals
- Ü Approve Educational Enrichment Plans
- Ü Develop Site Budget/Tax Credit Funding
- Ü Instruction and Student Achievement
- Ü Formulate Master Schedules
- Ü Develop School Practices

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	1.60	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	4	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	5	0	0
10 or more years	3	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Full Gymnasium
- Ü Library/Mobile Computer Lab
- Ü Observatory
- Ü Art/Band/Music Rooms with Outside Stage

Extracurricular Activities

- Ü Tutoring and Homework Room
- Ü Odyssey of the Mind
- Ü National Junior Honor Society
- Ü Art Club
- Ü Wright Flight
- Ü Drama
- Ü Math Counts
- Ü Athletics

Social Services

- Ü School Counselor
- Ü School Psychologist
- Ü Health Services

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Transfers Out Rates ⁵	NA	12	12	17
Transfers In Rate ⁶	NA	28	28	37
Stability Rate ⁷	NA	87	87	82
Promotion Rate ⁸	NA	96	95	81
Retention Rate ⁹	NA	1	1	3
Dropout Rate ¹⁰	NA	0	1	6
Status Unknown ¹¹	NA	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Corona Foothills Middle School just opened on July 18, 2005.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Margaret Steuer	(520) 762-3500
Transportation Policy	Al Flores	(520) 762-2400
Community Resources	Rosemary McCain	(520) 762-2000
School Nutrition Programs	Marilyn Bennett	(520) 762-2400
Parent Organization	Jerry Thitchner	(520) 762-3500
Student Health/Nurse	Christy Hastings	(520) 762-3500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.